Kentucky Department of Education
Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

CBP000043
TO THE PARENTS OF:

-Commonwealth of Kentucky-

SCHOOL

REPORT CARD

for the 2006-2007 school year

John Adair Intermediate School

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School Enrollment: 391

Our School Council

Pam Compton	Melinda Franklin
Cindy Smith	Candice Flatt
Crystal Caldwell	Jane Branham

Dear Parents/Guardians: This report card for the 2006-2007 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning enviroment, and more. For a more detailed look at our school please contact us to see our Expanded Report Card.

About Our School: John Adair made AYP for No Child Left Behind in all 12 areas. Our school received the district attendance award for 06-07. Our teachers have a strong focus on Core Content and use CATS-like assessments and Learning Checks throughout the year to monitor student performance. Our SRA Corrective Reading program is improving student reading levels. We have End of Primary (3rd), 4th and 5th grades, which are the first grades assessed for CATS. Our Primary has 2 clusters of students with 3 teachers each covering core content areas. 4th and 5th graders have 6 core content classes and a rotating class that covers Art, Music, & P.E. We have a Curriculum Resource Specialist assigned to our school to assist with student improvment. The faculty & staff of JAIS believe that all students can learn and achieve. We believe that our school's purpose is to educate all students while fostering growth in social and emotional behaviors, creativity, and independent thinking.

How Our School Ensures Educational Equity: John Adair has goals and activities embedded in each academic area to improve the achievement and learning of all students regardless of gender, race, religion, ethnicity, ability or socioeconomic level. Efforts are made to expose students to non-biased literature and textbooks, and to equip them with the knowledge and skills to make career choices based on individual needs, interests, and abilities. All students are taught to use mathematical, scientific, computerized, and other equipment while being exposed to diversity and equity issues throughout the year through activities that include guest speakers, field trips, videos, and the Intenet.

Other Important Information About Our School

State Contest Results: JAIS did not have any state contest results to report. Our Elementary Academic Team District results were Final Standing 2nd Place; Quick Recall 3rd place; Future Problem Solving 2nd place; Individuals: five 1st places, two 2nd places, two 3rd places, and one 5th place. At Regional level FPS received 5th place and one individual received a 4th place.

Extracurricular Activities: Camp Casey & S.A.F.R.I. offer after school programs; Elem. Academic Team; Sting orchestra instruments program; some Middle/High School teams such as track, cross country, golf, tennis are open to our students. PTA, Family Resource Center & Title 1 work together to provide student and parent programs.

Awards & Recognitions: "Students of the Week" for each grade; recognize students with Proficient & Distinguished CATS scores and CATS-like teacher assessments; Accelerated Reading and Math; various 4-H awards; Governor's Gup District & Regional awards; Attendance & subject area awards. Veterans Day recognitions.

What We are Doing to Improve: Full collaboration for Special Needs students. Strong focus on Core Content, On-Demand, Open Response writing. School-wide CATS-like Learning Checks and Classroom assessments. SRA Corrective Reading, DIBELS & AIMS-Web monitor reading & math skills. GRADE and G-MADE NRT diagnostic assessments will be added spring and fall. Principal E-Walks monitor classroom activities. Title 1 collaborates in math, reading, & writing. ESS targets reading, math and homework.

Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in each grade "NA" appears for not applicable.

Students Sub-Population	Reading 2007		Mathematics 2007	
	Students	Index	Students	Index
ALL Students	384	97.91	384	86.37
White	356	98.61	356	87.29
African American	11	NA	11	NA
Asian	2	NA	2	NA
Hispanic	7	NA	7	NA
Free/Red. Lunch	205	89.63	205	72.75
Non-Free/Red. Lunch	179	107.36	179	101.98
Limited English	NA	NA	NA	NA
Non-Limited English	381	97.88	381	86.16
Disability	61	74.42	61	54.1
No Disability	323	102.34	323	92.48
Male	203	93.86	203	84.28
Female	179	103.02	179	89.32
Students Excluded	0	NA	0	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Our School Growth Chart: This chart starts with our school's baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.

John Adair Intermediate School

Meeting Goal   **Is Progressing**   **Needs Assistance**
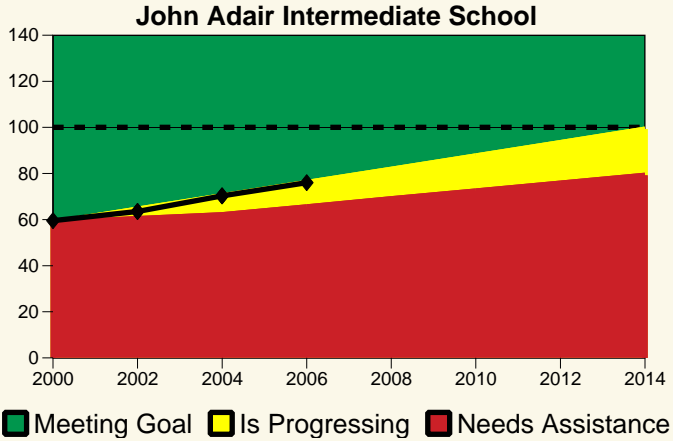
Year	Goal Line	Assistance Line	School Index Score
2000	58.7		59.5
2002	64.5	58.7	63.5
2004	70.3	62.1	70.3
2006	76.1	65.5	76.0
2008	81.8	69.0	
2010	87.6	72.4	
2012	93.4	75.8	
2014	99.2	79.2	
Standard Error: 0.8			

How to Get More Information: Contact our principal or School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at http://www.education.ky.gov

Commonwealth Accountability Testing System

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, readiness tests by grade level, and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

Kentucky Core Content Tests: Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. (The state goal for all schools is 100 by the year 2014.) This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test		2007 Reading	2007 Mathematics	2007 Science	2007 Writing	2007 Social Studies	2007 Arts & Humanities	2007 PL/VS
		Elm	Elm	4th	Elm	5th	5th	4th
Novice	School	5%	14%	3%	3%	14%	30%	6%
	District	4%	15%	5%	3%	12%	28%	9%
	State	6%	13%	7%	4%	10%	18%	16%
Apprentice	School	19%	27%	17%	45%	28%	27%	17%
	District	21%	29%	25%	42%	32%	54%	18%
	State	22%	26%	27%	36%	28%	25%	15%
Proficient\Distinguished	School	76%	58%	79%	52%	58%	42%	77%
	District	75%	56%	70%	54%	57%	42%	73%
	State	73%	62%	66%	60%	62%	57%	69%
Academic Index	School	97.9	86.4	106.7	85.3	82.7	67.2	97
	District	98.2	84.6	99	85.8	83	67.9	93.3
	State	95.6	90.5	95.9	88.1	88.5	83.6	86.8

NRT/Readiness Assessment: The national norm referenced tests used in Kentucky measure the basic skills of our students in reading and mathematics while allowing us to compare their performance with national benchmarks. These scores are reported in percentiles. A percentile shows the percentage of students who fell below a particular score on the test. For example, a percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test. An average score nationally is 50%ile.

NRT/Readiness	NRT	
	School	District
Reading	67%	63%
Mathematics	57%	52.3%
English	%	%
Science	%	%
Composite	%	%
Name of NRT	GRADE & GMADE given at 2nd Grade	

Other Measures: The third component of CATS is our school's performance in attendance, retention rate and dropouts. Data in these tables reflect our performance during the 2005-2006 school year.

	Attendance Rate	Retention Rate
School	95.6%	0%
District	94.7%	2.5%
State	94.6%	2.9%

Our Learning Environment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100%

Procedures in Place in Our School for Drug and Weapons Detection: JAIS does not have detection equipment in place. Our District has a School Resource Officer who is available as needed. Considering the age of our students, we have had very few incidents of drugs (most likely tobacco) & weapons (most likely pocket knives). Reports, most of which come from students are investigated. Procedures in Board Policy are followed as needs arise.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	$5773	14:1	4:1	100%
District	$10293	14:1	3.1:1	94.6%
State	$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: Teacher resources include Promethean Boards, Smart Boards, Qwizdom, Brain Pop and a variety of software including Accelerated Math, Accelerated Reader, Math Blaster, Schlessinger Science Library, Read and Write Gold, etc. Our computer lab has been upgraded and a mobile lab added to increase student access to technology. Even with upgrades, technology continues to be an area of concern. Classrooms are limited in the area of student workstations. Most teachers could use the assistance of a Technology Resource person when using the lab, mobile lab, and various software programs.

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	School	District	State
% of Teachers with Emergency or Provisional Certification	0%	1%	2%
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	0%	13%	2%
Average Years of Teaching Experience	14.6	13	11.6
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	97%	NA

	B.A./B.S.	M.A./M.S.	Rank 1	Specialist	Ph.D/Ed.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	10.7%	32.1%	57.1%	0%	0%	100%

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	360	28	12	1000